

The Importance of Looking, Listening and Learning from Your Work: Relationship-Based, Reflective Practice and Supervision



Presenter: Jodi Whiteman



Objectives



- Learn key concepts of relationship-based work.
- Define reflective supervision and key components of reflective supervision
- Learn how to use the "Look, Listen and Learn" model in reflective supervision with staff

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Someone You Turn to.....



What do they *DO*?
What do they *SAY*?

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Relationships That Are Supportive



- Allow us to...**
- Think more clearly.
 - Get a new perspective.
 - Feel supported and safe.
 - Try new things.

Where does learning happen?



"No significant learning can occur without a significant relationship."
(James Comer)



Parallel Process



- The idea that a new experience in relationships at any level could translate into changes in other relationships is called the "parallel process".



Technical Assistance paper NO. 13 Reflective Supervision: A Tool for Relationship-Based EHS Services

Parallel Process



- ❖ The "Ripple Effect" or "Pass it Forward"
- ❖ Role of supervisor is to support staff to have strong secure relationships with families (and coworkers).
- ❖ Supervisors are the constants in the lives of the staff
 - ✓ "How can I help you do what you need to do?"



Parallel Process



- In relationship-based services, the term describes the way the positive effects of relationships can impact other relationships.



Technical Assistance paper No. 1.3 Reflective Supervision: A Tool for Relationship-Based OHS Services

Parallel Process



- ❖ Allows staff to be a positive constant in the lives of their families.
- ❖ Allows parents to be a positive constant in the lives of their children



• The Platinum Rule



*Do unto others
as you would have
others do unto others*

Jeree Pawl



From this point on, I
plan to treat people
exactly how they treat
me.
Some will be glad.
Others should be
scared.

your eCards
someecards.com



What Is Reflective Supervision?



A supervisor – supervisee relationship that pays attention to the influence of relationships on other relationships (parallel process) and empowers the supervisee to discover solutions/concepts through consciously using strategies that include active listening and waiting.

A collaborative relationship for professional growth that improves practice by cherishing strengths and partnering around vulnerabilities to generate growth.

Reflective Supervision



- Partnership in where the supervisee:
 - Never feels alone
 - Is not overwhelmed by fear or uncertainty
 - Feels safe to express:
 - Fears
 - Thoughts
 - Feelings
 - Reactions
- Learns more about:
 - Him/herself
 - The families on his/her caseload
 - Co-workers/ colleagues
 - The work
- Develops enhanced skills and abilities over time

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Three Key Components of RS



1. Reflection
2. Collaboration
3. Regularity



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Component 1: Reflection



- Is NOT therapy
- Does involve exploring experiences, feelings, and thoughts directly connected with the work
- Does involve helping supervisees manage stress
- **Allows the supervisee to experience the kind of relationship that she is expected to provide to the children and their families**

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Reflective Questions



- Guide staff to self-evaluate relationship quality, effectiveness, progress, priorities, etc.
- Invite discussion:
 - "It sounds as though you aren't sure what Jacob's parents are thinking about how services are going. What information would help you get a better picture?"
- Encourage openness—even when staff disagree with you.
- When it's time for direction, start with what's going right.
 - "I've noticed --- is going really well. It looks as though Jacob has mastered an important goal. How is that change impacting your visit planning?/What does this milestone make you think about when it comes to future planning?"



90-Second Brainstorm



Your supervisee tells you about a home visit with Destiny, aged 2.5, and her mother. She tells you how she modelled for mom how to engage Destiny in a back-and-forth interaction using a set of play dishes and a doll. Then she suggested that Mom have a turn pouring the tea.

Destiny was attending (with some difficulty) to this activity but was participating. When asked to play, Destiny's mother seems distracted, rubbing her eyes and seems to "give up" after just one or two attempts to elicit a response from Destiny. Destiny walked away and turned the TV using the remote control.

Your supervisee feels frustrated that there is so little parent participation during the visit, and so little follow-through between visits.



Reflective Questions



- | | |
|--|--|
| <ul style="list-style-type: none"> • Tell me about... • Tell me more.... • What did you want to happen? • What happened when? • What did you do/say when.....? • What went well? • Where does that most often occur? • When did you first notice this? • How did you decide to do this? • What types of support will you need? | <ul style="list-style-type: none"> • What do you think about...? • How do you feel about....? • What would you do differently next time? • How might you go about doing that? • What would happen if.....? • What have you tried? What else might work? • What actions could lead to a different outcome? • How can I support you? |
|--|--|

Component 2: True Collaboration



- Open Communication
 - Protected from outsiders (confidentiality)
- Characterized by trust and safety
 - Range of work related issues can be discussed without fear of judgement or ridicule
- Sharing the responsibility and control of power
- Does NOT exempt supervisors from setting limits or exercising authority
- Offers supervisors a chance to learn from (as well as teach staff)
- Allows supervisors to recognize opportunities to share responsibility and decision making
- Supports and cultivates leadership skills from within the organization

Mirroring Activity



1. Stand facing your partner. Decide who will be Partner A and who will be Partner B.
2. Partner A will lead by performing a series of movements with his/her hands, which Partner A will follow.
3. Now Partner B leads, by performing a series of movements with his/her hands that Partner B follows.
4. Now no one leads. Both Partners work together to follow one another's movements. No speaking is allowed!

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Component 3: Regularity



- Reliable schedule
- Sufficient time
- Protected from cancellation, rescheduling or procrastination
 - If this happens frequently, ask why



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But...



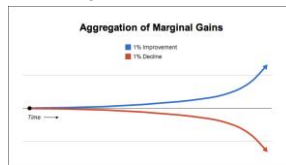
- I don't need to because staff will come to me with problems
- I don't have enough time
- I have too many meetings
- I have too many supervisees
- I have competing deadlines/big projects/other work

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Three Key Takeaways



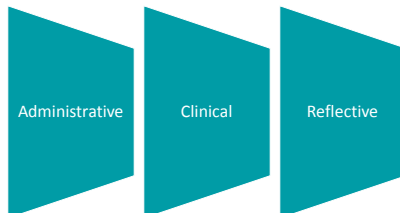
- Aggregation of Marginal Gains
- Setting a Schedule for Important Things
- "Never Miss Twice" Rule



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From: <http://jamesclear.com/marginal-gains>

The Supervision Layer Cake



Reflective supervision demands much of us.

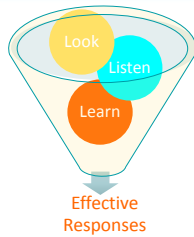


- Not only do we look, but we *see*
- Not only do we hear, but we *listen*
- Not only do we respond, but we *learn*



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Framework for Reflective Supervision



Step 1: Look



1. Find a partner.
2. Face your partner and observe all the details of your partner's appearance in 90 seconds.
3. Turn away from your partner and change 5 things about your appearance.
4. Face your partner and observe all the details of your partner's appearance in 90 seconds.
5. **WHO GOT ALL 5 CHANGES CORRECT?**



Look: Carefully observe the situation



In the beginning, we collect information:

- What are your five senses telling you?
- Tone of voice?
- Body language?
- Self-awareness
 - Are your "hot buttons" being pushed?
 - Note your immediate "gut" feelings

Step 2: Listen



Step 2: Actively listen to those involved as they share their experience.

- Make eye contact
- Face the speaker directly
- Maintain supportive/attentive body language and facial expression
- Demonstrate you are listening
 - Mmm-hmm, nods, smiles
- Reflect back what you have been shared
 - "Correct me if I am wrong, but I hear you saying..."

Step 3: Learn



Learn from and about the situation *before* responding.

- Use open-ended and reflective questions
- Turn judgments into questions
- Point out the positive
- Acknowledge when you don't know
- Reflect together on the possible range of next steps:
 - What have you already tried? What are you thinking about trying?
 - Where should we go from here?
 - What will we do the same/differently next time?



Supervisory Challenges



- What are some challenges you might anticipate as you begin using reflective supervision?
- Each table should take about 3-5 minutes to identify one challenge and write it on the flipchart.



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Please stay in touch!



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